

Physical Education, Grade 9

Course Outcome Summary School District of Hortonville

Developers

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Competencies, Performance Standards, and Learning Objectives

1. Use appropriate terminology and skills related to badminton.

Performance Standards

- o learner explains basic strategies using appropriate terminology.
- o learner abides by safety guidelines when playing badminton.
- o learner demonstrates skills essential to playing the game of badminton.
- o learner demonstrates skills essential to playing the game of badminton strategically.
- o learner applies appropriate skills in a cooperative setting.
- o learner identifies the fitness components necessary for successful play in badminton.
- o learner exhibits positive citizenship during all class activities and games.

Related Learning Objectives

- a. Understand the role of the serve in the badminton game. (NASPE 5)
- b. Demonstrate knowledge of badminton terminology by using terms appropriately in class. (NASPE 5)
- c. Demonstrate a basic knowledge of rules and play procedure for singles and doubles badminton. (NASPE 5)
- d. Maintain personal space and check for others while swinging the racket. (NASPE 5)
- e. Be responsible for class safety by maintaining a safe distance from others when swinging rackets. (NASPE 5)
- f. Follow all rules established by the teacher. (NASPE 5)
- g. Visually inspect the equipment and report any potential danger to the teacher. (NASPE 5)
- h. Demonstrate a hand-shake grip characterized by: 1) grasping the racket with the dominant hand the thumb on one side of handle and fingers on the other side. (NASPE 1 & 2)
- i. Demonstrate an underhand serve characterized by: 1) grasping the feather portion of the birdie with thumb and index finger, 2) arm is fully extended with the birdie waist high in front of the racket, 3) the racket should begin down by the dominant side knee so the face is perpendicular to the knee, 4) step toward the target with non-dominant foot, 5) release the birdie as the racket is brought forward, 6) follow through the racket extended toward the target. (NASPE 1 & 2)
- j. Return a birdie served with reasonable accuracy from a partner. (NASPE 1, 2, & 3)
- k. Volley a badminton birdie with a partner for continuous play. (NASPE 1, 2, & 3)
- l. Demonstrate a clear shot characterized by: 1) dropping the racket arm down behind the shoulder, cocking the wrist, and keeping the weight over the back foot, 2) leading with the elbow on the forward motion of the racket, and shifting the weight to the forward foot, 3) contacting the shuttle slightly in front of the body with the racket face slightly open, 4) follow through forcefully up and then down. (NASPE 1, 2, & 3)
- m. Receive instruction in the smash characterized by: 1) tightening the grip and reaching high to contact the shuttle slightly in front of the forward foot, 2) shifting the weight to the back foot as the shuttle approaches and taking the racket back, letting the racket head drop behind, 3) shifting the weight forward into the stroke and whipping the racket head upward and into the descending shuttle, 4) contacting the birdie with a closed racket (the distance from the net determines the angle of the racket face), and 5) rotating the arm and wrist fully on contact and following through with speed and power. (NASPE 1, 2, & 3)
- n. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4,

together until the red end of the compass needle points north; and 4) follow the direction of the travel arrow on the compass, keeping the needle aligned with the orienting arrow on the housing. (NASPE 3)

- n. Participate in developmentally appropriate activities that help develop movement competence. (NASPE 3, 4, & 7)
- o. Explain the five components of fitness - cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. (NASPE 3 & 4)
- p. Use a heart monitor to analyze the level of activity while backpacking. (NASPE 4 & 7)
- q. Use technology to analyze the contribution of backpacking to improve levels of fitness. (NASPE 3)
- r. Develop an awareness of opportunities to participate in backpacking/hiking/orienteering activities outside of physical education class. (NASPE 3)
- s. Participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. (NASPE 6)
- t. Independently treat peers, teachers, and property respectfully at all times. (NASPE 5)

2. Use appropriate terminology and skills related to badminton.

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